

BROOKVALE PRIMARY ACCESSIBILITY POLICY AND PLAN 2018-2021

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Brookvale Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will cover a three year period and will be updated annually.

The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

The Accessibility Plan will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve access to the physical environment of the school, adding specialist facilities as necessary and increase the extent to which disabled pupils can take advantage of education and associated services. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include letters home, hand-outs in class and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken annually alongside the review of the Action Plan. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The school website and prospectus will make reference to this Accessibility Plan.

The school's complaints procedure covers the Accessibility Plan.

The following table shows areas for further development and how the school will address them.

Target	Actions	Success Criteria	Timescale	Review 2019
Curriculum Access	Ensure all children with SEND have appropriate interventions in place according to their need	Support plans in place and up to date to form a key part of the planning process for all pupils	Termly	All children on SEND register have appropriate plan in place. Next steps monitoring of foundation subjects
	Provide training for staff in the identification of children with specific learning difficulties. Ensure lessons address a variety of learning styles and are differentiated appropriately Eg Autism Awareness Training, ADHD, Attachment, Dyslexia	Staff are familiar with the criteria for identifying specific needs and are more able to fully meet the requirements of all children. Children are successfully included in all aspects of school life	Annual training on 3 year rota	All staff received Autism training in November 2018
	Promote the participation and independence of all pupils Assess pupils for additional aids/equipment to support access to curriculum Eg Boardmaker/Widgit	Classrooms are organised to enable children to have a range of resources to support their learning Effective equipment is used to promote learning where appropriate Increased access to National curriculum	On-going	SENCO has audited equipment and consulted with staff. A range of additional equipment is now available
	Ensure enrichment and school visits are accessible to all pupils regardless of attainment or impairment	Risk assessments in place with additional support as required to ensure all school visits are inclusive. Increase in access to all activities for all pupils	Ongoing	
	Review the deployment of TAs/Support staff and establish when available additional support might be required	Adult support is available during key times that children may need support. Eg lunch times, PE lessons, extra curriculum activities Children who require individual adult support to participate in some activities have access to this support	Annually	TAs available for diabetic children in after school clubs

Physical Access	Refurbish outdoor area which can be used to support teaching and learning in Foundation Stage.	Appropriate learning area in place to accommodate the needs of all pupils in Foundation Stage	2018-21	New climbing frame has been installed to replace the old one
	Provide interactive activities to develop sensory learning outside the classroom.	Play area improved with access for all	2019-20	
	Install playground markings to encourage participation in the daily mile	Increase in access to the National Curriculum and improve mental health and wellbeing of pupils	2018-19	Marking have been installed. All children able to participate
	Provide covered area adjacent to front area of school	Increase access to all and create sheltered areas for wider community	2018-21	
	Outside lighting to be installed in more areas around school	Access improved for all on darker nights	2018-21	Additional lighting has been installed. Safer access for school community
Access of Information	Make available school brochures, school newsletters and other information for parents in alternative formats as required.	Delivery of school information to parents and the local community improved	2018-21	All school information is available in newsletter and on website
	Ensure clear signage on school premises to help navigation around school site.	Access improved for all	2018 -21	Signage up to date and clear to all. Notice board cabinets have been installed
	Seek to improve the quality of communication to parents	Look into Parent Apps to keep parents more up to date with information	2018 - 21	

